

# **DRAFT Nevada Social Studies Standards**

## **Geography**

### **Introduction**

Geography is a field of study that enables us to find answers to questions about the world around us – about where things are and how and why they got there. (Geography for Life, p. 11) The aim of the geography standards is for students to graduate from our schools with an understanding of people, places, and environments on Earth. The geography standards represent a consensus on what constitutes a world-class education in geography for all Nevada students. These standards evolved from the geography community's thinking about what constitutes appropriate and challenging content.

The standards aim to create a geographically informed person: someone who understands that geography is the study of people, places, and environments from a spatial perspective, someone who appreciates the interdependent worlds in which we all live. The study of geography has practical value through the applications of a spatial view to life situations.



## Geography Content Standards and Off-Grade Indicators, Grades K–4

**Benchmark Geographic Skills**—*Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.*

**These are the geographic skills students should be able to do at each grade level.**

**These skills are woven into the Geography Performance Standards.**

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
	GS.1.1 Ask questions about another place	GS.2.1 Ask questions about location.	GS.3.1 Ask questions about why things are located where they are.	GS.4.1 Develop questions that will aid in exploration of <b>spatial patterns</b> .	<b>Ask Geographic Questions</b>
GS.K.2 List and recall a geographic fact from a story.	GS.1.2 Recall from memory the street on which they live.	GS.2.2 Gather geographic information from books and pictures.	GS.3.2 Gather geographic information from maps, globes, and atlases.	GS.4.2 Gather geographic information from an electronic medium.	<b>Acquire Geographic Information</b>
	GS.1.3 Sort and group pictures that display similar geographic <b>places</b> .	GS.2.3 Make lists and graphs and arrange visual materials to display geographic information.	GS.3.3 Construct simple maps and graphs to display geographic information.	GS.4.3 Classify geographic information and select a method for display.	<b>Organize Geographic Information</b>
		GS.2.4 Identify and group information from several geographic sources.	GS.3.4 Select and explain information from several geographic sources.	GS.4.4 Locate and summarize geographic information from a variety of geographic sources.	<b>Analyze Geographic Information</b>
		GS.2.5 Display the results of a geographic inquiry.	GS.3.5 Create a visual model to illustrate the results of a geographic inquiry.	GS.4.5 Incorporate a visual display to report facts about a geographic topic.	<b>Present Geographic Information</b>

**Spatial patterns**—Patterns of space on the Earth’s surface.

**Places**—Locations having distinctive characteristics which give them meaning and character and distinguish them from other locations.



**Content Standard 1.0: The World in Spatial Terms:** Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
1.K.1 Use vocabulary related to direction and location (e.g., up/down; left/right; near/far; above/below).	1.1.1 Locate places on a simple picture map.	1.2.1 Identify the map title and map symbols on a variety of maps.	1.3.1 Identify and use the <b>cardinal directions</b> (N,S,E,W) on a <b>compass rose</b> to locate places on a map.	1.4.1 Identify and use <b>intermediate directions</b> on a compass rose to locate places on a map.	<b>Map Use</b>
1.K.2 Recognize a map and a globe.	1.1.2 Recognize that a map is a representation of a place.	1.2.2 Describe what a map or globe represents.	1.3.2 Compare uses of maps and globes.	1.4.2 Compare the information found on different maps of Nevada.	<b>Map Selection</b>
1.K.3 Recognize water and land on a map or globe.	1.1.3 Recognize the shape of Nevada on a U.S. map.	1.2.3 Recognize geographic information from maps, globes, photographs, and graphs.	1.3.3 Use maps, globes, photographs, and graphs to collect geographic information.	1.4.3 Use maps and photographs of Nevada to collect geographic information.	<b>Geographic Tools and Technologies</b>
		1.2.4 Choose a title and construct a key from given map symbols.	1.3.4 Construct a simple map, including title, symbols, and directions.	1.4.4 Construct a map of Nevada displaying its human and physical features.	<b>Map Construction</b>
		1.2.5 Identify the difference between a map and a globe.	1.3.5 Recognize different types of maps.	1.4.5 Identify the purpose and content of various Nevada maps.	<b>Map Analysis</b>
		1.2.6 Recognize <b>spatial patterns</b> on a map.	1.3.6 Identify and explain spatial patterns on a map.	1.4.6 Identify and explain spatial patterns on a map of Nevada (e.g., deserts, mountains, population).	<b>Map Applications</b>

**Cardinal directions**—The four main points of the compass: north, east, south, west.

**Compass rose**—Device drawn on maps to show the directions.

**Intermediate directions**—The points of the compass that fall between north and east, north and west, south and east, south and west (e.g., NE, NW, SE, SW).

**Spatial patterns**—Pattern of space on the Earth's surface.



**Content Standard 2.0: Places and Regions**—*Students understand the physical and **human features** and cultural characteristics of places and use this information to define and study regions and their patterns of changes.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
	2.1.1 Identify and locate land and water using the terms continent and ocean.	2.2.1 Identify basic types of landforms and bodies of water.	2.3.1 Identify differences between physical and human features.	2.4.1 List examples of physical and human features from their own city or region.	<b>Characteristics of Places and Regions</b>
		2.2.2 Identify traditions and customs that families practice.	2.3.2 Compare how language, music, stories, and art express culture.	2.4.2 Recognize and discuss elements of their own cultures.	<b>Cultural Identity</b>
			2.3.3 Discuss how people view their own communities.	2.4.3 Describe the characteristics of another culture from their own perspective.	<b>Cultural Perspectives</b>
	2.1.4 Recognize the function of machines and other technologies from photograph or models.	2.2.4 Give examples of how technology is used in the home and classroom.	2.3.4 Compare how communities use different types of technology.	2.4.4 List examples of technology in their community.	<b>Impact of Technology</b>
		2.2.5 Identify changes that have occurred over time at home, at school, or in the neighborhood.	2.3.5 Identify a historic landmark and describe the event that took place there.	2.4.5 Choose a historical figure and locate the place and region on which they had an impact.	<b>History and Region</b>
		2.2.6 Identify areas that have different purposes in the home or the classroom.	2.3.6 Compare visual images of the same place over time.	2.4.6 Give an example of how a place where they have lived has changed in their lifetime.	<b>Patterns of Change</b>
			2.3.7 Identify neighborhoods and communities as places where people live, work, and play.	2.4.7 Recognize differences between physical and cultural regions.	<b>Applying Concepts of Regions</b>



**Content Standard 2.0: Places and Regions**—*Students understand the physical and **human features** and cultural characteristics of places and use this information to define and study regions and their patterns of changes.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	

**Human features**—Features and patterns of features on Earth’s surface created by humans, including dwellings, crops, roads, machines, places of worship and other cultural elements; synonymous with human characteristics and cultural landscapes.



**Content Standard 3.0: Physical Systems**—*Students understand how physical processes shape Earth’s surface patterns and ecosystems.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
3.K.1 Discuss daily weather conditions (e.g., rain, sunshine, snow, fog).	3.1.1 Recall the four seasons in sequential order.	3.2.1 Describe the weather conditions typical to each season in the community and in other places.	3.3.1 Diagram and explain the water cycle.	3.4.1 Recognize that plants and animals have habitats on both land and in water.	<b>Physical Systems</b>
			3.3.2 Recognize various natural hazards.	3.4.2 Describe the effects of various natural hazards.	<b>Natural Hazards</b>
	3.1.3 Recognize that sunlight and water are the most important elements needed to support living things.	3.2.3 Identify the basic elements of a simple ecosystem.	3.3.3 Compare different types of ecosystems.	3.4.3 Generate examples of various ecosystems found in the U.S.	<b>Characteristics of Ecosystems</b>
			3.3.4 Locate various ecosystems on earth.	3.4.4 Explain the location and distribution of a specific ecosystem throughout the world.	<b>Distribution of Ecosystems</b>
			3.3.5 Construct a model of an ecosystem.	3.4.5 Identify the living and non-living elements of an ecosystem.	<b>Analysis of Ecosystems</b>

**Ecosystems (ecological system)**—A system formed by the interaction of all living organisms (plants, animals, humans) with each other and with the physical and chemical factors of the environment in which they live.



**Content Standard 4.0: Human Systems** –*Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and **interdependence**, and conflict and cooperation.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
	4.1.1 Use the classroom population to categorize <b>demographic</b> information.	4.2.1 Use a school map to construct a visual model of population distribution.	4.3.1 Construct a graph or chart to compare population distribution in different areas.	4.4.1 Define basic demographic terms (e.g., dense, sparse).	<b>Demographic Concepts</b>
		4.2.2 Give oral directions from one location to another within your school or community.	4.3.2 Draw a simple map that illustrates how to get from one location to another.	4.4.2 List reasons why people move to or from a particular place.	<b>Migration and Settlement</b>
	4.1.3 Identify ways in which people or things move from one place to another.	4.2.3 List and classify different ways to move people, <b>goods</b> , and ideas.	4.3.3 Identify transportation and communication networks in daily life.	4.4.3 Describe how student has moved from one place to another (e.g., homes, schools, cities, states).	<b>Historical Movement of People, Goods, and Ideas</b>
	4.1.4 Identify the geographic setting of a picture or story	4.2.4 Compare the differences between rural and urban communities.	4.3.4 Describe the characteristics of rural, suburban, and urban communities.	4.4.4 Locate and list examples of rural, suburban, and urban communities.	<b>Patterns of Human Settlement</b>
		4.2.5 Distinguish between goods and <b>services</b> .	4.3.5 Locate sources of goods and services found in the community.	4.4.5 Compile a list of both goods and services that are produced in the U.S. and abroad.	<b>Economic Systems and Interdependence</b>
		4.2.6 Use a map or chart to display information about an economic product.	4.3.6 Investigate an economic product by asking and answering geographic questions.	4.4.6 Identify and discuss how economic issues are affected by geography.	<b>Analysis of Economic Issues</b>



**Content Standard 4.0: Human Systems** –*Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and **interdependence**, and conflict and cooperation.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
		4.2.7 Distinguish between wants and needs and describe how people fulfill them.	4.3.7 Compare the wants and needs of people in different countries and the means used to fulfill those wants and needs.	4.4.7 Compare the housing, health care, and education among the countries in North America.	<b>Patterns of Human Development</b>
		4.2.8 List different organizations to which people belong.	4.3.8 Describe the different purposes of various organizations (e.g., scouts, organized sports, 4-H).	4.4.8 Discuss why different geographic regions may have different types of organizations.	<b>Human Organizations</b>
		4.2.9 Identify places where cooperation and conflict takes place.	4.3.9 Describe how cooperation and conflict affect people and places.	4.4.9 Describe how cooperation and conflict affect people in different communities.	<b>Conflict and Cooperation</b>
					<b>International Alliances and Organizations</b>

**Interdependence**—People relying on each other in different places or in the same place for ideas, goods, and services.

**Demographic**—pertaining to the study of populations statistics, changes, and trends based on various measures of fertility (adding to a population), mortality (subtracting from a population), and migration (redistribution of a population).

**Goods**—merchandise, wares.

**Services**—Work done for others as an occupation or business.



**Content Standard 5.0: Environment and Society**—*Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
	5.1.1 Identify ways students depend on their school environment.	5.2.1 Identify ways people depend on their local environments.	5.3.1 Identify ways people depend on their physical environments.	5.4.1 Illustrate a change that has taken place in the student's local environment.	<b>Changes in the Physical Environment</b>
		5.2.2 List typical human activities that take place in different physical environments.	5.3.2 Identify opportunities that different physical environments provide for human activities.	5.4.2 Locate physical similar environments that support similar human activity.	<b>Constraints of the Physical Environment</b>
			5.3.3 List tools, machines, or technologies that have changed the physical environment.	5.4.3 Locate several places whose physical environment has been altered by the same technology (e.g., clear-cutting of timber, mining, manufacturing).	<b>Technology and the Physical Environment</b>
		5.2.4 Identify how people shape the physical environment at home and school.	5.3.4 Compare different ways in which people alter the physical environment.	5.4.4 Use maps or photographs to document human modification of the physical environment.	<b>Human Modification</b>
					<b>Effects of Natural Hazards on Human Systems</b>
			5.3.6 Describe ways humans depend on natural resources.	5.4.6 Identify various natural resources found in their state or region.	<b>Earth's Resources</b>



**Content Standard 5.0: Environment and Society**—*Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			5.3.7 List examples of how people use and manage natural resources within the community.	5.4.7 List examples of how people use and manage natural resources within the state.	<b>Management of Earth's Resources</b>



**Content Standard 6.0: Geographic Applications**—*Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.*

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			6.3.1 Use visual clues to determine when and where an event took place in the past.	6.4.1 Describe the physical setting of an historical event.	<b>Applying Geography in History</b>
		6.2.2 Discuss the location of major current events.	6.3.2 Identify the location of current events on a map.	6.4.2 Describe the physical setting of a cultural event.	<b>Applying Geography in Current Events</b>
			6.3.3 Recognize a geographic issue or theme that affects home, school, or community.	6.4.3 Identify and discuss the four geographic perspectives (spatial, ecological, economic, and historic).	<b>Applying Geography to Contemporary Issues</b>
		6.2.4 Plan a geographic change for a classroom or school (e.g., changing the location of furniture or students).	6.3.4 Brainstorm the possible geographic changes that could take place in the neighborhood or community.	6.4.4 Choose an environmental problem that affects their community and develop possible solutions.	<b>Applying Geography to the Future</b>



## Geography Content Standards and Off-Grade Indicators, Grades 5–12

**Benchmark Geographic Skills**—*Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.*

**These are the geographic skills students should be able to do at each grade level.**

**These skills are woven into the Geography Performance Standards.**

Grade 5	Grade 6	Grade 7	Grade 8	Grade 12	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier graders and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
GS.5.1 Ask appropriate geographic questions about geographic locations, spatial patterns, and their origin and significance.	GS.6.1 Ask questions about a geographic change that is taking place in their city or region.	GS.7.1 Write questions to promote discussion of a geographic issue.	GS.8.1 Identify and define geographic problems and issues by asking geographic questions.	GS.12.1 Plan and organize a geographic research project by asking appropriate geographic questions.	<b>Ask Geographic Questions</b>
GS.5.2 Locate and gather information from a variety of sources.	GS.6.2 Collect geographic facts from a physical region in their community.	GS.7.2 Research information on a selected geographic topic.	GS.8.2 Use a variety of research skills, including field work and computer resources, to collect geographic information.	GS.12.2 Locate and acquire a variety of primary and secondary information sources and assess the value of each.	<b>Acquire Geographic Information</b>
GS.5.3 Create and prepare maps, graphs, or charts to display geographic information.	GS.6.3 Create a diagram that will illustrate geographic information.	GS.7.3 Arrange geographic facts into a table for display.	GS.8.3 Create and prepare various forms of maps, graphs, diagrams, tables, or charts to organize geographic information.	GS.12.3 Use a variety of tools and technologies to select and design appropriate forms of maps, graphs, diagrams, tables, or charts to organize geographic information.	<b>Organize Geographic Information</b>
GS.5.4 Investigate and interpret information from a variety of geographic sources.	GS.6.4 Outline and prioritize geographic information from a variety of geographic sources.	GS.7.4 Justify and defend the selection of geographic sources.	GS.8.4 Evaluate and analyze information obtained from a variety of geographic sources.	GS.12.4 Use quantitative methods of analysis to make inferences and draw conclusions from maps and other geographic representations.	<b>Analyze Geographic Information</b>



**These are the geographic skills students should be able to do at each grade level.  
These skills are woven into the Geography Performance Standards.**

<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 12</b>	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier graders and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
GS.5.5 Draw a conclusion by presenting geographic information in the form of oral or written reports accompanied by maps or graphics.	GS.6.5 Utilize visual displays to support conclusions drawn about geographic information.	GS.7.5 Answer questions relating to student's presentation of geographic information.	GS.8.5 Make generalizations by developing and presenting combinations of geographic information to answer geographic questions.	GS.12.5 Complete a geographic inquiry by applying geographic models, generalizations, and theories to the analysis, interpretation, and presentation of information.	<b>Present Geographic Information</b>



**Content Standard 1.0: The World in Spatial Terms:** *Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.*

Grade 5	Grade 6	Grade 7	Grade 8	Grade 12	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier graders and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
1.5.1 Use maps and map features, including directional orientation, map symbols, and <b>grid</b> system, to identify and locate major geographic features in Nevada, the U.S., and the world.	1.6.1 Identify and locate Earth's major parallels and meridians	1.7.1 Use scale to compare maps and measure distance.	1.8.1 Use map elements including scale, <b>latitude</b> and <b>longitude</b> , and projection, to identify and locate physical and human features in Nevada, the U.S., and regions of the world.	1.12.1 Use a variety of <b>complex maps</b> to acquire geographic information (e.g., <b>topographic</b> , population, and <b>land use</b> ).	<b>Map Use</b>
1.5.2 Identify the characteristics and purposes of maps and globes.	1.6.2 Identify different <b>map projections</b> (e.g., Robinson and Mercator).	1.7.2 Identify and use maps that represent countries by criteria other than area.	1.8.2 Compare and contrast the characteristics and purposes of several types of maps, map projections, and other geographic representations.	1.12.2 Select appropriate maps, map projections, and other representations to analyze and interpret geographic information.	<b>Map Selection</b>
1.5.3 Read and derive geographic information from photographs, maps, globes, and graphs, and from computer resources.	1.6.3 Use maps, graphic representations, aerial photographs, satellite images, and computer resources to identify and locate Earth's physical and human systems.	1.7.3 Use maps, graphic representations, aerial photographs, satellite images, and computer resources to describe Earth's physical and human systems.	1.8.3 Use maps, graphic representations, aerial photographs, satellite images, and computer resources to compare Earth's physical and human systems.	1.12.3 Use appropriate geographic tools and technologies to analyze and interpret Earth's physical and human systems.	<b>Geographic Tools and Technologies</b>

**Grid**—A pattern of lines on a chart or map, such as those representing latitude and longitude.

**Latitude**—Location north or south of the equator measured by imaginary lines (parallels) numbered in degrees north or south.

**Longitude**—Location east or west of the prime meridian measured by imaginary lines (meridians) numbered in degrees east or west.

**Map projections**—A mathematical formula by which the lines of a global grid and the shapes of land and water bodies are transferred from a globe to a flat surface (e.g., Goode's Interrupted, Mercator, Robinson, Peter's).

**Topographic**—Detailed map illustrating selected physical and human features of a place.

**Land use**—The range of uses of Earth's surface made by humans. Uses are classified as urban, rural agricultural, forests, etc., with more specific sub-classifications useful for specific purposes (for example, low-density residential, light industrial, nursery crops).



**Content Standard 1.0: The World in Spatial Terms:** *Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.*

Grade 5	Grade 6	Grade 7	Grade 8	Grade 12	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
1.5.4 Construct maps and charts to display information about human and physical features.	1.6.4 Create a sketch map of geographical setting from a written narrative (e.g., <i>Incredible Journey</i> , <i>Island of the Blue Dolphins</i> ).	1.7.4 Use data and a variety of symbols and colors to create a thematic map (e.g., population, rain fall).	1.8.4 Construct maps and charts to display information about human and physical features.	1.12.4 Construct complex, accurate maps and models from memory to answer questions about the location of human and physical features.	<b>Map Construction</b>
1.5.5 Identify the purpose and summarize the content of maps of similar areas.	1.6.5 Use historical maps to discuss changes that have occurred in a place over time.	1.7.5 Identify the characteristics of maps that have changed over time.	1.8.5 Compare and contrast maps of similar areas for purpose, accuracy, content, and design.	1.12.5 Analyze maps for similarities and differences in purpose, accuracy, content, and design.	<b>Map Analysis</b>
1.5.6 Answer <b>spatial</b> questions using basic geographic vocabulary.	1.6.6 Use a map of the community to discuss a local geographic issue (e.g., location of school, park, and highway).	1.7.6 Identify and describe how maps are used in different occupations.	1.8.6 Make and defend a spatial decision using basic geographic vocabulary and concepts.	1.12.6 Apply concepts and models of <b>spatial organization</b> to make decisions about geographic information.	<b>Map Applications</b>

**Complex maps**—See special purpose maps.

**Spatial**—Pertains to space on Earth’s surface; refers to distances, directions, areas, and other aspects of space.

**Spatial organizations**—The mode in which Earth space is structured.



**Content Standard 2.0: Places and Regions**—*Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes.*

Grade 5	Grade 6	Grade 7	Grade 8	Grade 12	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier graders and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
2.5.1 Describe physical and human features and cultural characteristics of places and regions.	2.6.1 Locate examples of land forms that define the <b>political boundaries</b> of their state or region.	2.7.1 Locate examples of imaginary lines that define the political boundaries of their state or region.	2.8.1 Describe the relationship between physical and human features, such as landforms and political boundaries.	2.12.1 Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.	<b>Characteristics of Places and Regions</b>
2.5.2 Identify examples in a community or region that reflect cultural identity.	2.6.2 Identify and locate examples of cultural regions found within the United States (e.g. Amish, Cajun).	2.7.2 Identify and locate examples of world cultural regions (e.g. Latin America, Middle East).	2.8.2 Relate how places and regions are important to the expression of cultural identity.	2.12.2 Explain why places and regions are important to cultural identity and can serve as forces for both <b>unification</b> and <b>fragmentation</b> .	<b>Cultural Identity</b>
2.5.3 Describe the characteristics of the community and the state from different perspectives.	2.6.3 Discuss how the same issue is perceived by different cultural groups.	2.7.3 Identify cultural characteristics that help define how people view a place or regions.	2.8.3 Compare how cultural characteristics affect different points of view with regard to places and regions.	2.12.3 Compare and contrast the characteristics of places and regions from different points of views.	<b>Cultural Perspectives</b>
2.5.4 Identify the effects of the use of technology in the community.	2.6.4 Choose a technology and examine the different stages of its development (e.g., transportation, communication).	2.7.4 Describe the impact of the Industrial Revolution on different regions within the U.S.	2.8.4 Describe ways in which technology affects how cultural groups use places and regions.	2.12.4 Determine how technology affects the way cultural groups perceive and use places and regions.	<b>Impact of Technology</b>

**Political boundaries**—The limit or extent within which a system exists or functions (e.g., governments of cities, counties, states, countries).

**Unification**—The act of combining into one.

**Fragmentation**—Breaking a part away from the whole.



**Content Standard 2.0: Places and Regions**—*Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes.*

Grade 5	Grade 6	Grade 7	Grade 8	Grade 12	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier graders and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
2.5.5 Identify and describe the locations of historical events.	2.6.5 Describe a physical region that has had an impact on human activities.	2.7.5 Locate and define boundaries of an historic movement.	2.8.5 Explain the role <b>regions</b> have played in selected historical events.	2.12.5 Analyze selected historical issues and questions using the geographic concept of regions.	<b>History and Region</b>
2.5.6 Describe how the community and the state change over time.	2.6.6 Describe the impact that change in your community or state have had on its environment or population.	2.7.6 Identify how the physical and <b>human characteristics</b> of a famous place can change over time.	2.8.6 Describe how and why regions change over time.	2.12.6 Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria today, and evaluate these changes.	<b>Patterns of Change</b>
2.5.7 Identify the criteria used to define different types of regions.	2.6.7 Give examples of how geographers create regions to help organize information about people and places.	2.7.7 Describe a unique cultural event that helps define a particular place or region.	2.8.7 Apply the concept of region to examine current events.	2.12.7 Apply the concept of region to organize and study a geographic issue.	<b>Applying Concepts of Regions</b>

**Region**—An area with one or more common characteristics or features, which give it a measure of homogeneity and make it different from surrounding areas.

**Human characteristics**—Features and patterns on Earth’s surface created by humans.



**Content Standard 3.0: Physical Systems**—*Students understand how physical processes shape Earth’s surface patterns and ecosystems.*

Grade 5	Grade 6	Grade 7	Grade 8	Grade 12	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
3.5.1 Identify the components of each of Earth’s four basic physical systems: <b>atmosphere, lithosphere, hydrosphere, and biosphere.</b>	3.6.1 Explain how conditions in the atmosphere can affect those on the lithosphere.	3.7.1 Compare the amount of water found within the hydrosphere of both the eastern and western U.S.	3.8.1 Explain how the physical processes within each of the four basic systems (atmosphere, lithosphere, hydrosphere, and biosphere) influence the Earth’s surface.	3.12.1 Describe and analyze how interactions of the four basic physical systems (atmosphere, biosphere, lithosphere, and hydrosphere) affect different regions of the U.S. and the world.	<b>Physical Systems</b>
3.5.2 Define and give examples of natural hazards.	3.6.2 Characterize natural hazards into one of the earth’s four basic physical systems from which they can originate.	3.7.2 Give an example of a place that has been altered by a natural hazard.	3.8.2 Explain how natural hazards alter Earth’s environments.	3.12.2 Describe the causes and consequences of natural hazards that shape features and patterns on the Earth.	<b>Natural Hazards</b>
3.5.3 Identify the parts of different ecosystems, including soil, climate, plant life, and animal life.	3.6.3 Describe characteristics of a specific ecosystem.	3.7.3 Compare the characteristics of the earth’s four major land biomes (i.e., tundra, forest, grassland, and desert).	3.8.3 Describe the interdependence among soil, climate, plant life, and animal life within ecosystems.	3.12.3 Analyze the effects of physical and human forces on interdependence within ecosystems.	<b>Characteristics of Ecosystems</b>

**Atmosphere**—The envelope of gases, aerosols, and other materials that surrounds Earth and is held close by gravity. The gases are predominantly nitrogen, oxygen, argon, and carbon dioxide and include much smaller percentages of helium, methane, and hydrogen.

**Lithosphere**—The uppermost portion of the solid Earth, including the soil, land, and geologic formations.

**Hydrosphere**—The water realm of Earth, which includes water contained in the oceans, lakes, rivers, ground, glaciers, and water vapor in the atmosphere.

**Biosphere**—The realm of Earth that includes all plant and animal life forms.



**Content Standard 3.0: Physical Systems**—*Students understand how physical processes shape Earth’s surface patterns and ecosystems.*

Grade 5	Grade 6	Grade 7	Grade 8	Grade 12	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier graders and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
3.5.4 Locate and describe various ecosystems of Earth.	3.6.4 Describe the biodiversity of various ecosystems on earth.	3.7.4 Investigate the productivity of various ecosystems on earth.	3.8.4 Compare and contrast the biodiversity and productivity of various ecosystems on Earth.	3.12.4 Analyze the biodiversity, distribution, and productivity of ecosystems across Earth’s surface.	<b>Distribution of Ecosystems</b>
3.5.5 Investigate an ecosystem by asking and answering geographic questions.	3.6.5 Describe the changes take place in an ecosystem over time (e.g., due to plant succession, fire, pollution).	3.7.5 Collect and organize physical samples.	3.8.5 Formulate a hypothesis about the changing nature of an ecosystem and use appropriate research skills to draw conclusions.	3.12.5 Propose solutions to environmental problems using the concept of ecosystems.	<b>Analysis of Ecosystems</b>



**Content Standard 4.0: Human Systems** –*Students understand how economic, political, and cultural processes interact to shape patterns of human **migration** and settlement, influence and interdependence, and conflict and cooperation.*

Grade 5	Grade 6	Grade 7	Grade 8	Grade 12	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
4.5.1 Explain differences in population distribution within Nevada and the United States.	4.6.1 Recognize common demographic trends within Nevada and the United States.	4.7.1 Identify key demographic categories used to compare populations.	4.8.1 Describe the characteristics of different populations through the use of key demographic concepts.	4.12.1 Analyze demographic trends in world population.	<b>Demographic Concepts</b>
4.5.2 List the causes and effects of human migration and settlement.	4.6.2 Describe changes that occur in a place due to human migration.	4.7.2 Describe changes that will occur in a place due to human settlement.	4.8.2 Define the reasons for human migration and <b>settlement</b> and explain the effects on places and <b>cultures</b> .	4.12.2 Evaluate the impact of migration and settlement on physical and human systems.	<b>Migration and Settlement</b>
4.5.3 List examples of historical movements of people, goods, and ideas.	4.6.3 Discuss changes in the historical movement of people and goods.	4.7.3 Explain changes in the historical movement of ideas.	4.8.3 Describe how history has been affected by the movement of people, goods, and ideas.	4.12.3 Analyze how history has been affected by the movement of people, goods, and ideas.	<b>Historical Movement of People, Goods, and Ideas</b>
4.5.4 Describe the differences among rural, <b>suburban</b> , and <b>urban</b> migration and settlements.	4.6.4 Identify the patterns of local and state migration and settlement.	4.7.4 Compare the patterns of migration and settlement within the United States.	4.8.4 Identify the different patterns of migration and settlement in developing and <b>developed countries</b> .	4.12.4 Compare the characteristics and patterns of migration and settlement in developing and developed countries.	<b>Patterns of Human Settlement</b>
4.5.5 Identify the location of various economic goods and describe their movement between states and countries.	4.6.5 Explain the geographic reasons why states and countries trade with each other.	4.7.5 Explain how the physical and human geography of regions influences their economic activities.	4.8.5 Describe the factors that influence the location and distribution of economic activities.	4.12.5 Analyze how location and distance connect and influence economic systems at local, national, and international levels.	<b>Economic Systems and Interdependence</b>

**Suburban**—Pertaining to the culture, manners, and customs of a residential area outlying a city.



**Urban**—Related to a city or densely populated area.

**Settlement pattern**—The spatial distribution and arrangement of human habitations, including rural and urban centers.

**Culture**—Learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods—food, clothing, buildings, tools, and machines.

**Developing countries**—A country in the process of becoming industrialized.

**Migration**—The act or process of people movement from one place to another with the intent of staying at the destination permanently or for a relatively long period of time.



**Content Standard 4.0: Human Systems** –*Students understand how economic, political, and cultural processes interact to shape patterns of human **migration** and settlement, influence and interdependence, and conflict and cooperation.*

Grade 5	Grade 6	Grade 7	Grade 8	Grade 12	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
4.5.6 Investigate an economic issue by asking and answering geographic questions.	4.6.6 Identify regions that depend on a primary economic activity.	4.7.6 Create a map illustrating the source and movement of an economic product.	4.8.6 Identify a regional or international economic issue and explain it from a <b>spatial perspective</b> .	4.12.6 Analyze and evaluate international economic issues from a spatial perspective.	<b>Analysis of Economic Issues</b>
4.5.7 Compare differences in the economic development and quality of life among the countries in North America.	4.6.7 Create a map showing the locations of both developed and <b>developing countries</b> and explain the pattern of human development.	4.7.7 Identify and list characteristics of both developed and developing countries.	4.8.7 Compare the elements of economic development and quality of life between developing and developed countries.	4.12.7 Relate the level of economic development to the quality of life in developing and developed countries.	<b>Patterns of Human Development</b>
4.5.8 Classify cultural, political, and economic organizations.	4.6.8 Use a map to locate the headquarters of various cultural, political, and economic organizations.	4.7.8 Compare and contrast the different purposes of cultural, political, and economic organizations.	4.8.8 Compare and contrast changes in cultural, political, and economic organizations over time.	4.12.8 Evaluate the changes that occur in the size and structure of cultural, political, and economic organizations.	<b>Human Organizations</b>
4.5.9 Explain how and why people divide Earth's surface into a variety of territorial units.	4.6.9 Create a map to illustrate an example of political boundaries.	4.7.9 Compare maps that illustrate the overlapping nature of political and cultural boundaries.	4.8.9 Compare how conflict and cooperation among people contribute to political, economic, and cultural divisions on Earth's surfaces.	4.12.9 Analyze how different cultures, points of view, and self interests influence conflict and cooperation over territory and resources.	<b>Conflict and Cooperation</b>
			4.8.10 Identify international <b>alliances</b> and organizations that influence conflict and cooperation among independent nations.	4.12.10 Describe the forces of conflict and cooperation as they affect the way the world is divided among independent nations.	<b>International Alliances and Organizations</b>



**Trans-regional alliances**—political and economic alliances between states that transcend traditional cultural regions (e.g., Organization of African Unity).

**Spatial perspective**—The point of view that emphasizes the essential issue of place, embodied in specific questions such as *Where is it? Why is it there?*, as a fundamental dimension of human experience.



**Content Standard 5.0: Environment and Society**—*Students understand the effects of interactions between human and physical systems and the changes in use, **distribution**, and importance of resources.*

Grade 5	Grade 6	Grade 7	Grade 8	Grade 12	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
5.5.1 Describe ways in which changes in the physical environment affect humans.	5.6.1 Use maps or photographs to document changes in the physical environment.	5.7.1 Investigate changes in the physical environment that could have an impact on humans.	5.8.1 Describe and predict the regional or global impact of changes in the physical environment.	5.12.1 Compare and contrast how changes in the physical environment can increase or diminish its capacity to support human activity.	<b>Changes in the Physical Environment</b>
5.5.2 Discuss the constraints physical environments place on human activities.	5.6.2 Describe a specific opportunity provided by a particular physical environment.	5.7.2 Explain a specific constraint on a physical environment that impacts human activity.	5.8.2 Compare and contrast the opportunities and constraints that the physical environment places on human activity.	5.12.2 Evaluate strategies to respond to constraints placed on human systems by the physical environment.	<b>Constraints of the Physical Environment</b>
5.5.3 Give examples of how the physical environment has been changed by technology.	5.6.3 Explain how a local industry has accelerated change in the physical environment.	5.7.3 Give examples of how an improved technology has accelerated change in the physical environment.	5.8.3 Explain the role of technology in the human modification of the physical environment.	5.12.3 Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate the possible regional or global impact.	<b>Technology and the Physical Environment</b>
5.5.4 Explain how human modification of the physical environment in one place can lead to changes in other places.	5.6.4 Explore the impact of human modification of the physical environment on the people who live there.	5.7.4 Identify patterns in the physical environment caused by human activity.	5.8.4 Describe the patterns of change caused by human modification of the physical environments.	5.12.4 Develop possible responses to changes caused by human modification of the physical environment.	<b>Human Modification</b>

**Distribution**—The arrangement of items over a specified area (synonymous with spatial distributions).



**Content Standard 5.0: Environment and Society**—*Students understand the effects of interactions between human and physical systems and the changes in use, **distribution**, and importance of resources.*

Grade 5	Grade 6	Grade 7	Grade 8	Grade 12	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier graders and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
5.5.5 Describe how <b>natural hazards</b> affect human activity.	5.6.5 Identify natural hazards that are common to different regions of the United States or the world.	5.7.5 Research a specific natural hazard and document its effects on human systems	5.8.5 Describe how humans prepare for and react to natural hazards.	5.12.5 Analyze human <b>perception</b> of and response to natural hazards.	<b>Effects of Natural Hazards on Human Systems</b>
5.5.6 Describe the patterns of distribution and use of Earth's resources.	5.6.6 Explain how natural resources help people create other products and industries.	5.7.6 Create map showing the distribution of a selected natural resource.	5.8.6 Identify and locate examples of <b>renewable</b> and non-renewable natural <b>resources</b> .	5.12.6 Analyze the patterns of use, the changing distribution, and the relative importance of Earth's resources.	<b>Earth's Resources</b>
5.5.7 Identify different ways people in several areas of the world use the same resources.	5.6.7 Describe how earth's resources can be modified to create wealth.	5.7.7 Research and document the economic impact of selected resources on a county or region.	5.8.7 Select a resource and evaluate different viewpoints regarding its use.	5.12.7 Develop policies for the use and management of Earth's resources that consider the various interests involved.	<b>Management of Earth's Resources</b>

**Natural Hazards**—An event in the physical environment, such as a hurricane or earthquake, that is destructive to human life and property.

**Perception**—The feelings, attitudes, and images people have of different places, peoples, and environments. The images people have in their heads of where places are located are called perceptual or mental maps.

**Renewable resource**—An aspect that can be regenerated if used carefully (for example, fish, timber).



**Content Standard 6.0: Geographic Applications**—*Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.*

Grade 5	Grade 6	Grade 7	Grade 8	Grade 12	
Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
6.5.1 Describe how people and places have influenced events in the past.	6.6.1 Identify <b>resources</b> that have played a role in historical events or movements.	6.7.1 Identify and discuss strategic geographic locations which have played a <b>pivotal</b> role in historic events.	6.8.1 Explain how different characteristics of people, places, and resources have affected events and conditions in the past.	6.12.1 Analyze the ways in which physical features and human characteristics of places and regions have influenced the evolution of significant historical events.	<b>Applying Geography in History</b>
6.5.2 Use current events to ask and answer geographic questions.	6.6.2 Identify resources that are playing a role in current events.	6.7.2 Explain how physical geography of a place or region can influence current events.	6.8.2 Select a current event and relate it to the physical and human characteristics of place.	6.12.2 Relate current events to the physical features and human characteristics of places and regions.	<b>Applying Geography in Current Events</b>
6.5.3 Research a contemporary issue using geographic skills and perspectives.	6.6.3 Discuss a geographic issue from more than one point of view.	6.7.3 Debate a geographic issue or theme that affects their state, region, or economy.	6.8.3 Examine a contemporary issue using geographic knowledge, skills, and perspectives.	6.12.3 Evaluate a contemporary issue using geographic knowledge, skills, and perspectives.	<b>Applying Geography to Contemporary Issues</b>
6.5.4 Describe a local geographic issue and the possible effects it will have in the future.	6.6.4 Describe how human actions could modify future conditions on earth.	6.7.4 Explain how the earth's physical <b>systems</b> will alter its surface in the future.	6.8.4 Describe several future outcomes for a geographic issue and defend one possible solution.	6.12.4 Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions.	<b>Applying Geography to the Future</b>

**Resource**—An aspect of the physical environment that people value and use to meet a need for fuel, food, and industrial product, or something else of value.

**Pivotal**—Describes essential component that determines the effect of something.

**Systems**—A collection of entities that are linked and interrelated such as hydrologic cycle, cities, and transportation modes.